

**Statement from Meedra Surratte, Task Force member  
11/14/2014**

Hey Kim,

Lt. Gov. Denn requested any additional thoughts regarding the recommendations be submitted via email.

Please find our thoughts below:

***Recommendations/Under Procedural Changes to the IEP Process***

For both Paragraphs (1) & (2)

A statement that any draft IEP, questionnaires, evaluations and any other relevant data to be considered, be provided in the parents' native language where applicable by law and/or an individual is available to translate.

***Paragraph (2) Eliciting Input from Parents Prior to IEP meetings***

A statement that ensures all relevant data pertaining to the child's needs and/or disability be readily available for consideration at the IEP meeting and/or prior to meeting upon request from parent.

Such data may include:

- Evaluations
- Functional behavior assessments & Behavior Support Plans
- Data charts/behavior trackers
- Disciplinary records (if applicable)
- RTI – progress data and specific interventions/strategies used within tiers

***Paragraph (3) Participation of relevant faculty and Staff***

With regard to the glossary to parents and children, I've attached the glossary of terms from the 'Parents are the Key' publication. This in addition to the glossary of terms provided at one of our first task force meetings, (I believe by GACEC?) which will be extremely helpful to all involved (parents, schools staff, students etc.)

***Format and Structure of the IEP Meeting Itself***

**Paragraph (1) Participation of Relevant Faculty & Staff**

With regard to behavior...

This may include, school or contracted staff qualified to address various behavior complexities beyond the expertise of the members of the team, in order to adequately address all areas in which the behaviors are impeding educational progress. Such individuals should be available in IEP meetings, for consult during the evaluation & implementation processes. Parents should have the opportunity address such individuals with specific questions relative to the evaluation or other information relevant to their child.

I'd like to open this last one up for discussion with the group. We run into issues where there is either a lack of staff training to address behaviors, and/or individuals with specific expertise are not available for IEP meetings. In such instances, either the IEP meeting is rescheduled when that individual is available

or parent proceeds with report from this individual without the ability to ask specific questions. These individuals may not have worked extensively with the child, however may have specific strategies and insight beyond that of the team that may be helpful in determining a plan that meets the student's needs.

Regards,

*Meedra*

Meedra Surratte, PTI Project Coordinator

Parent Information Center of Delaware

6 Larch Avenue, Suite 404

Wilmington, DE 19804

302.999.7394 (phone)

302.999.7637 (fax)

888.547.4412 (toll free)

[www.picofdel.org](http://www.picofdel.org)

[msurratte@picofdel.org](mailto:msurratte@picofdel.org)



***Inform. Educate. Advocate.***